

# Every Child Learning Every Day



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An early childhood newsletter from the State Department of Education

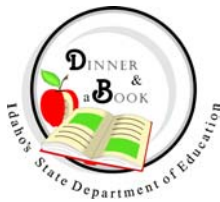
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## READY TO LEARN

### Dropped book leads to mishaps at Enzo's

Idaho teachers have shared some of their favorite books and activities for children as part of Superintendent of Public Instruction Marilyn Howard's "Dinner and a Book" initiative.

This month's submission is from Becky Gison, reading specialist, Collister and Pierce Park elementary schools, Boise.



**Synopsis:** A boy drops his book to look at a bee in Chef Enzo's restaurant, which features the best spaghetti in town. A waiter trips on the book and tips his tray; otherwise he would have a very good day. Ladies spill their tea; the spaghetti is toppled when Enzo chases the cat that runs up the tree. This is a cumulative, rhyming tale that is a great read-aloud book.

**Activities:** Make a quick spaghetti dinner with tossed salad and garlic bread. Finish with dessert of ice cream with hot fudge and a cherry. For a related activity, find rhyming words and think of other words that rhyme with them. Enjoy the pictures! Tell the story sequence in order.

**Related books:** "Enzo" is the author's husband and you can meet the other members of her family in these books: "The Keeping Quilt," "The Bee Tree," and "My Rotten Redheaded Older Brother."

To submit your own favorite book visit: [www.state.id.us/dept/dinnerandabook](http://www.state.id.us/dept/dinnerandabook).

## 4-H benefits children, adults

### Dear Reader:

August and September bring fairs to counties across Idaho. Some of the favorite activities for many preschoolers aren't the carnival rides or the food booths, but the visits to the barns to see the cows, pigs, horses, chickens, rabbits, and even llamas.

For many of those young children, the visits aren't their first experiences in barns or pens. Instead it is chance to see older siblings show off their work raising an animal for show or sale.

The children's displays aren't limited to livestock. Exhibition halls are filled with sewing, nutrition, and informational projects, too.

We are fortunate in Idaho that our young people are still able to enjoy our rich agricultural tradition, even as our state's economy has become more diversified.

This opportunity is due in large part to the hard work of thousands of dedicated adults who volunteer their time to lead clubs such as 4-H.

I was a 4-H club leader for over 10



**Dr. Marilyn Howard**  
Superintendent of Public Instruction

years. I remember those years with pride and pleasure.

Like many adults, I got involved as a leader when my children were young and I enjoyed helping them and other children on their pro-

jects.

You don't need to be a teacher to get involved. 4-H provides excellent materials and support for its adult leaders.

Although 4-H can trace its roots to rural America, its clubs today serve a variety of youth through programs that reach beyond the farm to after school programs in urban communities.

In Idaho, 4-H membership is open to all youth ages 5 to 19. Members between the ages of 5 to 8 (second grade) are in the noncompetitive program Cloverbuds.

Youth from the ages of 8 (third grade) to 19 years can compete for various awards in the traditional 4-H programs.

You can learn more about Idaho's programs and how you can get involved by visiting <http://www.agls.uidaho.edu/4-h/>.

*Marilyn Howard*

## READY TO LEARN

## Make book, letters connect to children's lives

For August's hot, sultry days try some indoor activities that build literacy skills.

### Make an "I Can Read!" Big Book

Make a big "environmental print" book for your children.

Use just a few simple materials typically found in the child's surroundings such as words and pictures from food labels, empty product boxes, restaurant names, grocery store logos, newspaper advertisements, magazines, and other materials that contain environmental print.

Put one item on each page, and be sure to use the actual logo taken from the product.

On each page be careful to write the words: "I can read (object name)." End the book with "I can read so many things!"

In circle, "read" the book, following the print with your finger and having the children chant the words (e.g. "I can read Pizza



Hut!")

### Make a letter wall

Letter walls are tools for learning to read and write im-

portant words.

A letter wall is a visual display of the alphabet that is:

**\*\*Sturdy** so that letters can be added and removed

**\*\*Easy** to read

**\*\*Displayed** at the children's eye level in A-to-Z order.

Try these fun games with the letter wall:

**Stand By!** — Have the children stand by the first letter of their name. For children just learning to recognize their names, a picture beside "their letter" is a big help!

**Be a Letter Detective!** — Give clues to the identify of an letter, one at a time, and ask the children to

figure out the letter you are thinking of. Here's an example:

Clue No. 1. It's on the letter wall.

Clue No. 2. It only has straight lines, no curvy lines.

Clue No. 3. It is the first letter in these names: Mark, Mary.

Clue No. 4. It makes this sound: /mmmmm/stretch out the sound.

Can you guess this letter? That's right, the letter 'M.'

**Fun Finger Writing** — Have the children work with a partner. Choose a letter from the letter wall and ask the children to write the letter using their fingers.

The children can write the letter on the carpet, on their partner's back, and say the letter as they write it.

Some children may need to trace the letter, or have help writing it.



## RESOURCES

### Help available for early childhood degree in Idaho

Idaho Association for the Education of Young Children helps coordinate a program for childcare workers in Idaho to further their education. It's called TEACH.

**What is the TEACH Early Childhood Project?** The TEACH (Teacher Education And Compensation Helps) Project was developed to upgrade the level of education of people working in childcare centers and family childcare homes while making the educational process more affordable, increasing wages and reducing staff turnover. It offers scholarship funds so recipients can work toward a Child Development Associate (CDA) Credential or an Associate Degree or technical certificate in the field of early childhood education.

**Why is the TEACH project needed in Idaho?** The most critical indicator of the quality of a child's experience in childcare is the education level of his/her caregivers. In Idaho, there are very minimal regulations regarding the educational background of directors, teachers, or home providers. The TEACH Project assists center teachers and family childcare home providers in going back to school to earn more education.

**Who can participate in TEACH project?** Any teacher or family childcare home provider who works in a licensed setting, is currently employed a minimum of 25 hours per week and makes less than \$15 per hour can apply for a scholarship.

**What Idaho colleges/ universities participate in the TEACH project?**

North Idaho College, Coeur d'Alene, Lewis-Clark State College, Lewiston; College of Southern Idaho, Twin Falls; Idaho State University, Pocatello; and Boise State University, Boise.

#### FOR MORE INFORMATION

Visit the Idaho Association for the Education of Young Children website at <http://www.idahoae.org/> or contact Julie Prince, Project Director Idaho Association for the Education of Young Children, 1276 W. River Street, Suite 100, Boise, ID 83702. Phone 1-208-345-1090 or 1-800-706-2320.

## NUTRITION

### Bread sticks easy-to-make snack for kids

Homemade bread sticks are easy to make. Thaw according to package directions on a 1 pound loaf of frozen bread dough (plain or whole wheat). Cut dough into 16 equal pieces and stretch each piece into a 6-inch rope. Brush bread ropes with egg substitute, water, or milk. Place on a greased baking sheet and sprinkle with any of the variations listed below. Allow bread sticks to rise in a warm, draft-free location until double in size, about 1 hour. Bake at 375 degrees for 10 minutes or until



#### ACTIVITY

Arrange the children in scatter formation. Choose music that children like. First describe sharp movements as a way to move the body to make lines, corners and angles. Demonstrate by making your arm straight then angled by rapidly and forcefully bending your elbows. Ask the children to move their arms in sharp movements. Ask the children to move other body parts with sharp movements

(ankles, waist, hands). Describe smooth movements as a way to move that has circles, turns and does not stop. Demonstrate by swinging your arms in circles. Ask the children to move their arms in smooth movements. Ask the children to move their whole body in smooth movements as you demonstrate turning, bending, swaying—all smoothly. Turn on the music and ask the children to move to the music. Remind the children to move using smooth or sharp movements.

golden brown. Remove bread sticks from baking sheet immediately.

Sprinkle variations: Sprinkle one of the following on bread sticks before baking: sesame

seeds, parmesan cheese, garlic or other flavored powder, or cinnamon.

A bread stick served with a freshly sliced vegetable such as cucumber, celery, carrot makes a good snack for a 1 to 5 year old.

## READY TO LEARN

### Measuring cups help illustrate fractions

Math.com offers many activities for parents and adults to build young children's math skills. Try this activity: **"Fractured Fractions"**

**What you'll need:** Clear container, masking tape, marker, measuring cups ( $\frac{1}{2}$ ,  $\frac{1}{3}$ , or  $\frac{1}{4}$ -cup measure), uncooked rice or popcorn kernels, and water

**What to do:** Have your child stick a piece of masking tape straight up one side of the clear container from the bottom to the top. For younger children, use a  $\frac{1}{2}$ -cup measure. For older children, use a  $\frac{1}{3}$ -cup or  $\frac{1}{4}$ -cup measure.

Choose the unit of measure and fill the measuring cup. Then let your child pour the substance from the measuring cup into the clear container. Continue to pour the same amount of the substance into the

container.

As each equal amount of the substance is poured, mark the level on the container by drawing a line on the tape. Write the cup size or appropriate fraction on each line.

The fraction for one-third cup would be  $\frac{1}{3}$ . Follow this procedure until the container is full and the tape is marked in increments to the top of the container.

Fill the container again and again using different measures each time.

Ask your child "thinking" questions: How many whole cups do you think this container will hold? How many  $\frac{1}{2}$  cups,  $\frac{1}{3}$  cups, or  $\frac{1}{4}$  cups do you think the container will hold?

## ACTIVITIES

### Vehicles pose heat, entrapment dangers

From Safekids.org

Adults running quick errands may think their cars will remain cool, but even on mild days temperatures inside vehicles can rise to dangerous levels in minutes. A young child's core body temperature can increase three to five times faster than that of an adult, causing permanent injury or death.

The family car parked in the driveway can also be dangerous. Unlocked cars pose serious risks to children who are naturally curious and often lack fear. Once they crawl in, young children don't have the developmental capability to get out. One-third of the heat-related deaths in 2000 occurred when children crawled into unlocked cars while playing and became trapped.

Safekids.org offers this advice for protecting children from heat:

Never leave a child in an unattended car, even with the windows down.

Check to make sure all children leave the vehicle when you reach your destination, particularly when loading and unloading. Don't overlook sleeping infants.

Make sure you check the temperature of the

child safety seat surface and safety belt buckles before restraining your children in the car.

Use a light covering to shade the seat of your parked car. Consider using windshield shades in front and back windows.

Safekids.org also offers these tips to help prevent children from getting trapped in a vehicle's trunk:

Teach children not to play in or around cars.

Keep car keys out of reach and sight.

Always lock car doors and trunks, especially when parked in the driveway or near the home.

Keep the rear fold-down seats closed to help prevent kids from getting into the trunk from inside the car.

Be wary of child-resistant locks. Teach older children how to disable the driver's door locks if they become trapped in a motor vehicle.

Contact your automobile dealership about getting your vehicle retrofitted with a trunk release mechanism.

If your child gets locked inside a car, get him out and dial 9-1-1 or your local emergency number immediately.